

SOUTH ELEMENTARY

900 Patriot Street
Dillon, South Carolina 29536

GRADES PK-3 Elementary School

ENROLLMENT 247 Students

PRINCIPAL Peggy K. Stafford 843-774-1210

SUPERINTENDENT D. Ray Rogers 843-774-1200

BOARD CHAIR Fitzgerald Lytch 843-774-5454

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

EXCELLENT

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
4	8	58	45	4

IMPROVEMENT RATING:

EXCELLENT

ADEQUATE YEARLY PROGRESS:

YES

This school met 11 out of 11 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

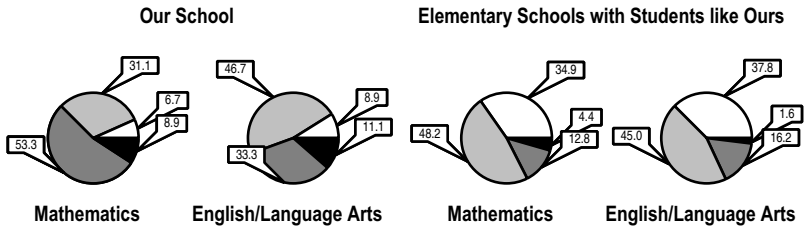
FOR MORE INFORMATION, VISIT WEBSITES AT:




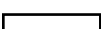
WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Unsatisfactory	N/A
2002	Average	Average	N/A
2003	Excellent	Excellent	Yes
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	22	49	39
Percent satisfied with learning environment	100.0%	93.9%	87.2%
Percent satisfied with social and physical environment	100.0%	93.8%	73.7%
Percent satisfied with home-school relations	72.7%	89.6%	79.5%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	50	100.0	8.9	46.7	33.3	11.1	44.4	17.6
Gender								
Male	27	100.0	4.3	52.2	39.1	4.3	43.5	17.6
Female	23	100.0	13.6	40.9	27.3	18.2	45.5	17.6
Racial/Ethnic Group								
White	6	100.0	N/A	N/A	N/A	N/A	N/A	17.6
African-American	41	100.0	10.5	42.1	34.2	13.2	47.4	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	3	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	49	100.0	9.1	45.5	34.1	11.4	45.5	17.6
Disabled	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	50	100.0	8.9	46.7	33.3	11.1	44.4	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	50	100.0	8.9	46.7	33.3	11.1	44.4	17.6
Socio-Economic Status								
Subsidized meals	45	100.0	10.0	47.5	32.5	10.0	42.5	17.6
Full-pay meals	5	100.0	N/A	N/A	N/A	N/A	N/A	17.6

Mathematics								
All students	50	100.0	6.7	31.1	53.3	8.9	62.2	15.5
Gender								
Male	27	100.0	4.3	30.4	52.2	13.0	65.2	15.5
Female	23	100.0	9.1	31.8	54.5	4.5	59.1	15.5
Racial/Ethnic Group								
White	6	100.0	N/A	N/A	N/A	N/A	N/A	15.5
African-American	41	100.0	7.9	28.9	52.6	10.5	63.2	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	3	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	49	100.0	6.8	31.8	52.3	9.1	61.4	15.5
Disabled	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	50	100.0	6.7	31.1	53.3	8.9	62.2	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	50	100.0	6.7	31.1	53.3	8.9	62.2	15.5
Socio-Economic Status								
Subsidized meals	45	100.0	7.5	32.5	52.5	7.5	60.0	15.5
Full-pay meals	5	100.0	N/A	N/A	N/A	N/A	N/A	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
-----	----------------	-----	---------------	-----	--------------	-----	---------------------

PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	62	N/A	32.3	45.2	21.0	1.6	22.6
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	50	100.0	8.9	46.7	33.3	11.1	44.4
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	62	N/A	22.6	51.6	22.6	3.2	25.8
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	50	100.0	6.7	31.1	53.3	8.9	62.2
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 247)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	10.4%	Up from 3.5%	3.0%	2.4%
Attendance rate	95.7%	Down from 96.0%	95.5%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	1.9%	Down from 4.4%	5.6%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	2.1%	Up from 1.7%	7.8%	8.0%
Older than usual for grade	2.4%	N/A	2.5%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 20)				
Teachers with advanced degrees	40.0%	Down from 42.9%	46.9%	50.0%
Continuing contract teachers	85.0%	Down from 90.5%	79.5%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	82.8%	Up from 80.3%	80.6%	86.2%
Teacher attendance rate	96.5%	Up from 96.2%	95.0%	95.3%
Average teacher salary	\$35,645	Down 0.7%	\$38,529	\$39,909
Prof. development days/teacher	22.3 days	Up from 9.7 days	13.5 days	11.4 days

School				
Principal's years at school	18.0	Up from 16.0	3.0	4.0
Student-teacher ratio	17.9 to 1	Up from 17.5 to 1	17.0 to 1	18.9 to 1
Prime instructional time	91.7%	Up from 91.4%	88.5%	89.7%
Dollars spent per pupil*	\$5,229	Up 13.3%	\$6,629	\$5,892
Percent spent on teacher salaries*	61.7%	Down from 67.0%	65.0%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Up from 98.4%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

South Elementary worked to put into practice its belief that all children can learn, and learn at high levels. It had six classes with reduced pupil teacher ratios, five fifteen-to-one and one eighteen-to-one. It maintained certification from the State Department of Education, the Southern Association of Colleges and Schools, its status as a School of Promise, and participated in community service projects.

South's instructional program is researched based. A basal program forms the foundation for instruction. Take Home Book Bags, Reading Counts, Reading is Fundamental (RIF), and a variety of reading incentive programs supports the reading initiative. Hands-on-math and science increase the probability that children will master state required process skills. Writing begins in four-year-old kindergarten and develops sequentially in difficulty through the grades. Content areas such as health and safety, and social studies are integrated into other content areas as well as receiving the minimum time required by the state.

Teacher training was directed towards developing critical instructional skills. Grade level planning topped off the teacher initiative for improvement. Grade level teachers met weekly after school to develop PACT like items for weekly instruction and assessment.

Community interests and needs were met through volunteer opportunities, celebrating together, and parent instructional programs. Parents, students at the junior high, and college level came on a regular basis to tutor children in math and reading. Many one-time volunteers came to share a favorite story or to accompany a class on a field trip.

South is especially proud of its parent programs. Each program focuses on different needs and/or interests. Friday's Child offers opportunities for parents of four-year-olds to join their children in the school's library each Friday. Books for Babes meet monthly at South and three times a year at Saint Eugene Hospital. This program targets mothers to-be and those with children under six. Tomorrow's Child meets monthly. Parents are taught basic reading and math strategies for assisting their children in grades one and above with these subjects. South has a Parent Facilitator who provides private tutoring and transportation to and from school for conferences and school functions. The First Steps Facilitator visits in the homes of young mothers twice a week to train them in providing their children under four with developmentally appropriate readiness skills.

South is devoted to its children and community. Its goal is to provide an environment where one knows learning is taking place and visitors are welcome.

Peggy K. Stafford, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.